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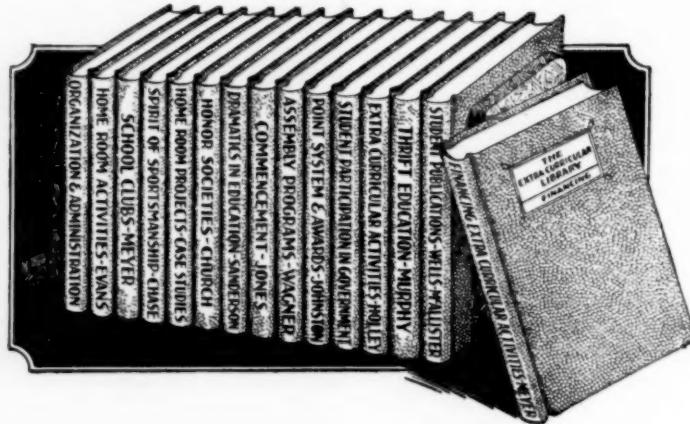
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Club Advisors
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1212 West 13th St., TOPEKA, KANSAS

SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
DURING THE SCHOOL TERM BY

SCHOOL ACTIVITIES PUBLISHING CO.

1212 West 13th St., Topeka, Kansas

C. R. VAN NICE, EDITOR

R. G. GROSS, BUSINESS MANAGER

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TABLE OF CONTENTS

	<i>Page</i>
As the Editor Sees It.....	2
A World Friendship Club.....	3
Procedure in Organizing the Administration and Supervision of Extra Curricular Activities...	6
Eligible—a Story.....	8
The Junior Aviation Club of St. Louis.....	9
In Case of a Tie—a play in one act.....	11
GAMES FOR THE GROUP:	
Education for Sale.....	17
Observation Contest.....	17
A Musical Game.....	17
Word Building.....	18
STUNTS AND ENTERTAINMENT FEATURES:	
Our Friends in Books.....	19
Take Your Own Medicine.....	20
The Crystal Gazer.....	20
THE SCHOOL ACTIVITIES BOOK SHELF.....	22
COMEDY CUES	24

As the Editor Sees It—

A school's greatest asset is its good will. Tag days and popular subscription are simply methods of selling a part of the school's good will for a price. The former is a blackmail scheme by which people are given to understand that they must give, or take the consequences. The latter is in reality anything but *popular*.

Someone has said, "Protect me from my friends; I can protect myself from my enemies." That might well be the cry of athletics in many of our schools. Even though athletics is definitely a part of the school, there are those people in every community who are for athletics but not for the school. They are lovers of sport for sport's sake, but they have little concern with education. They can hardly be termed school boosters.

But we can make them school boosters. There is a point of contact in their attendance at games. A clerical force stationed near the entrance will be able to make up a fairly complete mailing list. Then a letter may be sent them from the officers of the student council addressing them as "friends of the school," expressing the school's appreciation of their attendance, and making mention of other school interests and functions. Wouldn't that help?

Golf is being taken up by high schools. And why not? Our ideal is "every student in athletics." It is more and more being taken for granted that men play golf. Then let's give them a chance to learn to play the game correctly as boys. Maybe then as adult golfers they will not be likened to "the man with the hoe."

Schools must co-operate with homes to temper youth's urge toward reckless

spending. I was doubly impressed with the truth of a sermon I heard recently. The preacher said the Prodigal Son became so desperate for funds that he first pawned his coat, then his vest, and before long came to himself. Our young people must come to themselves, and I don't mean just in the locker room.

Interscholastic athletics still can be run on a paying basis, which is a strong point in its favor since problems so often seem to be money problems. We are told that forty thousand people attended a high school football game in Dallas last year.

- NEXT MONTH**
And in Subsequent Issues:
- Financial Security in Athletics, by F. A. Thomas.
 - Why Our School Should Get Out an Annual, by R. R. Maplesden.
 - Social Life in High School, by Jacob G. Franz.
 - The Boy with the Bagpipe—a play in one act, by Marilouise Metcalfe Isom.
 - The New License—a monolog, by Mildred Rieman Lennard.
 - Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans, and Feature Articles in the Field of Extra Curricular Activities.

Beginning next month a series of articles written by Professor Harold D. Meyer especially for SCHOOL ACTIVITIES will appear in this magazine. Mr. Meyer is professor of sociology in the University of North Carolina, editor of *The Extra Curricular Library*, and a noted lecturer on extra curricular matters. We consider ourselves particularly fortunate to get his services.

The reason why some school parties seem dull is that they *are* dull. Too often it is taken for granted that an entertainment committee that will find some good games is about all the preparation necessary to insure the party's success. Lots of good games do not work, but lots of games that look impossible in print make a delightful evening when in the hands of a competent, well-prepared committee.

The world is still full of old-fashioned parents who are narrow in the standard by which they judge the competence of teachers. "She is an excellent teacher," they say; then, either "She keeps good order," or "My children like her very much."

A WORLD FRIENDSHIP CLUB.

By JUNE DONAHUE,
Thatcher School, Pueblo, Colorado.

Why not a World Friendship Club in your school? If you are one of those fortunate teachers who had the opportunity of attending the biennial conference of the World Federation of Education Associations held in Denver this past summer, you have returned to your job all inspired to do something definite to further the ideals of international co-operation and world-mindedness. But perhaps you are feeling, as scores of other teachers do, that with your crowded schedules and limited courses of study, you will not be able to do what you want to in regular class work. Let the World Friendship Club be the solution to your problem.

Maybe you will say that you are in a school already over-ridden with clubs and organizations, and that there is no room for another club. But this need not be "just another club." Even in schools where an activities period presupposes every student engaged in some club work or extra curricular activity for an hour, don't you find invariably a large group of boys and girls not interested nor talented in music, dramatics, or athletics, who get herded together into rather makeshift groups, just to fill in the period? If it is discovered that enough of them have similar interests, they become a hiking club, or the nature club, or a kodak club. Those who have no inclination for these activities are eventually put into study halls, and it is surprising to find how many study hall seats are filled at this period even in the schools that make the most of their activities period. Such a mixed group would furnish a splendid experiment for a World Friendship Club.

Then, perhaps you are a teacher who loves classroom teaching, but in whose life the so-called "extra curricular" activities have been a continual bugbear. If they would hire you to teach mathematics and not insist that you must take your share of the extra curricular burden, then you would be satisfied. "I simply can't put on a play," you say, and your whole year is made miserable by worrying and fretting over an imagined inferiority. Take the initiative this year by announcing to your principal at the teacher's meeting the first day of school in September, that you want to organize a World Friendship Club this year. You'll be surprised how much confidence and origin-

ality you will discover in yourself as your plans develop, for this is a comparatively new field and nobody will know much more about it than you do, and before long you will be seeing yourself as an expert in the work.

Now, with all these opportunities ripe, you may still be confronted with the necessity of selling the idea to the "powers." Pick out some big objectives like the following, memorize them, and harp on them until even the strongest opposition gives way. First, the young people of today are citizens of a world community and need to get this outlook. Let them gain a lively interest in the world they live in, an appreciation of its beauties, progress, and meaning. Permit them to realize the similarity of human nature everywhere with a consequent belief in the brotherhood of man. In the second place—and many would put this first—the youth in our schools needs to understand the present-day interdependence of nation upon nation and race upon race. From a strictly practical point of view, this is necessary. Eliminating all sentimentality and emotion, men must have much to do with each other these days. Our whole economic structure is based upon interdependence. The boys and girls in school today will be the men and women of all our business and commercial enterprises in a very short time. It is imperative that they have a vision of a world community for their own economic well-being. In the third place, cite the relation of all thought and learning, to which all peoples have made valuable contributions. For an adequate understanding of the simplest news item or current magazine article, one needs to know of much that lies beyond the boundaries of his own nation. Lastly, to clinch the argument, consider our blind striving for peace, which ultimately will come only when peoples understand one another and appreciate the value of each other's friendship. With such objectives as these you will win.

Your club will be primarily a discussion club, and the freer and more informal the meetings and discussions are made, the sooner will everybody be taking part and even your most bashful, gawky girl and overgrown adolescent boy be voicing their opinions vociferously. For with a little wise leadership, it will be impossible for anyone to sit passively through one of the meetings; and when

the bell rings, the arguments will continue all the way down the hall to the physics class. If your club is small, get them around a long table; if it is a large group, try to lease the library for that period and let them sit at various tables. But by all means, large or small, get them around a table. From the beginning, instill in them the idea of co-operation, arbitration, and "talking things over" in the handling of their own club activities. Insist upon the adherence to these principles in their elections or club projects.

At the first meeting, do everything in your power to create enthusiasm. Mention possible projects, like excursions, public programs, parties, etc. Then get organized with several leaders (just two leaders if club is small) and plan a contest for the next meeting wherein each group is to introduce as vividly as possible some foreign country. If a group selects Spain, this might take the form of a Spanish dance by one of their members who takes dancing lessons; Italy could play several records illustrating Italian music; or France could put on a clever little dialogue in French. The winning group could be treated by the losers to an evening party for the next meeting. After the party, which might be a round-the-world affair at various houses with foreign games and refreshments, your club is "made," and don't be surprised if it has suddenly become the most popular club in the school with many more folks clamoring for membership. Now, more serious work can be taken up for a few meetings. Use your third meeting for current events, from which a number of questions or problems will arise. Direct the members to material, so they can intelligently discuss these problems at the fourth meeting.

October is upon you already, and you have barely started. Let the club sponsor a "Harvest Festival" this month. This may call for co-operation from the agriculture department—so much the better. Co-operation is what they are trying to learn. The club might take over one of the social hours for their harvest festival. The aim here should be from the standpoint of visual education. Have the gym—or whatever room is used for the social hour dances—decorated as an exhibition hall at a county fair. Let all the products be imported varieties which are now being successfully cultivated in this country. Have them clearly labeled and ar-

ranged attractively. Much interest will be aroused among the other students of the school besides your own club members. The farmers of the vicinity will always be glad to help out on a project like this and much enjoyment, besides educational value, will be derived.

In November, the World Friendship Club can put on its first public performance. The principal will probably be glad to turn over the Armistice Day program to them. The club discussions for a few meetings in the latter part of October and first of November should have emphasized the outlawry of war. Reviews of good novels and motion pictures showing horrors and uselessness of war would keep up the interest. For the Armistice program, maintain the idea that the World War was "a war to end war." Let the whole school assemble in the auditorium a few minutes before eleven o'clock. Then at the stroke of the hour have them stand with bowed heads, while a boy plays taps. Follow this with some good speaker who can describe the wildly exciting celebration held in some city on the original Armistice Day in 1918, bringing out the idea of the great relief to the world after the long weariness of war. Or a soldier of those days may be your speaker, telling of his last night in the trenches and the sudden beauty of the silence of guns the next day. This may be followed with a patriotic song by the audience, preferably "America the Beautiful," which does not eulogize war. The rest of the program can well be devoted to such a play as "The New Holiday," which depicts Armistice as a boy in khaki advocating world peace.

December—this is the month of "peace on earth, good will to men." Discuss peace time heroes and their value to the world. Learn about the celebration of Christmas in different countries. Offer to help out the school assembly program with Christmas carols in foreign tongues, or pantomimes of celebrations in other lands. At your last club meeting before school closes for the holidays, have a "gift" meeting, using the Spanish custom of each one's putting a shoe where the three Magi can find it, and fill with gifts. Let the Magi's gifts be imported articles. Have stuffed dates or any sweetmeats characteristic of some other clime for refreshments.

The new year finds everybody back to school with many new resolutions. Let

yours be to continue the good work already done by your World Friendship Club. This is the time of year when pupils can work the best, so get your oratorical contest under way. For a subject, choose "Why I Believe in World Friendship," or some similar thought. Open this contest to the entire school and offer adequate prizes. Your club sponsors the contest, so will not enter a contestant. Rather, their duty will be to provide time keepers, a chairman, ushers, and even judges if this is found advisable in your particular situation. Elimination try-outs may be held in any of several ways, either in English or history classes, in class meetings, or in each school club—any way that meets your own school organization best. If an oratorical contest is already an annual tradition in your school, try to get the officials to adopt your subject and allow your club to sponsor the event.

In February, the Lincoln and Washington Day programs could be nicely handled by the World Friendship Club. Get the thought across that both these men are more honored today for their traits of character than for their military prowess. Let your club discussions consist of anecdotes and biographies of these men, with the peace idea paramount. Incorporate the best of these into the public program.

By March, a good bit will be in the newspapers about the approaching Olympics. This promotion of world friendship through sports would make a splendid basis for discussion during this month, with a study of sports in various countries. Instances of good sportsmanship could be cited, notably the Lipton incident. Some evening in March, let the World Friendship Club give an all-school party in the form of a costume ball, all costumes to represent foreign countries and prizes given for the best costumes. Again the whole school would be in on it, the club would derive favorable publicity, and "a good time be had by all." As an intermission feature, stage a mock Olympic, making those dressed in Dutch costumes compete for Holland, etc.

In April, collect all the material possible on "International Goodwill Day" for May 18th. Have your artistic members combine all good material brought into a huge scrap book. Count "Goodwill Day" your club's particular day, and have them bring their year's activities to an effective culmination that day. Hold open house for the parents and have the cor-

ridors given over to as elaborate a "Goodwill" display as possible. In the auditorium, have the best mixed program your talent can prepare — songs, dances, speeches, and nothing could be lovelier to the eye and ear than a Chinese play done in true Chinese fashion. ("The Turtle Dove," "The Willow Plate," or "The Stolen Prince" are all excellent available plays.) The program may close with the presentation of the club scrap book for a permanent feature of the school library. If finances permit, tea may be served, Japanese style.

With the year's project over, leave the club members with the happy memory of a final party, preferably a theater party where the picture or play is selected for its goodwill merit.

And before you know it, school's out!

This particular period in which we are living differs from all other periods in the history of the world, in five major respects. In the first place, it is an age of *change*; second, it is an age of *speed*; third, it is an age of *power machinery*; fourth, it is an age of *standardization*; and fifth, the result of it all is *measured in terms of dollars and cents*, primarily. Such a characterization does not apply to the greatness of ancient Egypt, nor to the glory of Greece, nor to the power of Rome, nor to the beauties of medieval Europe marked by its castles and cathedrals, nor to modern times up to the close of the great World War.—WM. JOHN COOPER, United States Commissioner of Education, in *Peabody Journal of Education*.

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PROCEDURE IN ORGANIZING THE ADMINISTRATION AND SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES.

J. B. LILLARD
President, Sacramento Junior College

INTRODUCTORY STATEMENT.

Every principal of a secondary school must somehow deal with extra curricular activities. He must either eliminate, tolerate, or actively support them. If he actively supports them, he must set up machinery for their operation in order that they shall bring to the students concerned the largest possible educational returns. Any plan devised must insure the fullest freedom on the part of the students concerned to initiate, organize, and administer their activities, and, at the same time, provide proper adult guidance.

THE PARTICULAR SITUATION.

In the spring of 1925 the president of Sacramento Junior College, then enrolling approximately 500 regular students, was faced with the realization that the extra curricular activities in that school were not functioning properly. Some of them were without leadership of any kind; some of them were wholly without guidance; some were dominated by the selfish motives of the leaders; some were purely social and exclusive; and others were presumably educational in purpose, but not so in fact. A few of them were apparently flourishing, and others existed in name mainly or only. What brought the problem squarely to the face of the president was the disquieting fact that one at least had barely escaped unfavorable publicity.

THE PROCEDURE FOLLOWED.

The president's first step was to make himself as familiar as possible with the whole situation in his school, proceeding dispassionately and quietly to get the facts. His next step was to learn more about the problem. He read available books and articles on the subject, consulted the catalogues, and wrote letters to the administrators of institutions similar to his own; he consulted the sponsors and other instructors in whose judgment he had confidence regarding ways and means of bettering the conditions, and he informally and incidentally talked the matter over with certain student leaders in the school. He next conferred with his executive staff. Here the matter was

thoroughly discussed and the conclusion was reached that one individual should be placed in complete charge of all extra curricular activities of the school, and that his title should be Dean of Extra Curricular Activities. Realizing the importance of immediate action of some sort, he appointed a faculty member to act as general sponsor of all general activities, such as associated students, council, assemblies, parties, excursions, and inter-collegiate games.

These conclusions and recommendations were then submitted to the city superintendent of schools, who requested the president to petition that later, when the growth of the college warranted it, such a position as Dean of Extra Curricular Activities be created, and to nominate a man to fill it. The superintendent held that the title of Dean should carry with it the authority, the responsibility, and the salary belonging to it. He agreed that in all respects this dean be placed on the same level with the other deans in the institution.

Before making a formal request for the creation of the position in question and nominating a candidate to fill it, the president listed the duties of the dean about as follows:

First, he shall be executive chairman of a committee composed of all sponsors of student organizations. This committee shall consider advising students in determining the purposes, types of programs (social and educational) to be followed, standards for membership, dues to be charged, if any, and times and places of meeting of the several organizations concerned; also, the relations of such organizations to the school as a whole, and especially to its curriculum. This committee shall also make the annual calendar in order to properly distribute the major activities, such as the annual art ball, dramatic performances, glee club tour, and visiting day; and it shall fill in minor events, and make regulations limiting the scheduling of any or all events too near the Christmas holidays, final examination weeks, or other important periods during the year.

Second, he shall require each sponsor to submit to him a written semi-annual report, with such recommendations as he may desire to make.

Third, he shall be the president's representative at all associated students' council meetings and assemblies.

Fourth, he shall attend, or be represented by a faculty substitute, and be responsible to the president for the proper planning and execution of all extra curricular events given in the name of the school as a whole.

Fifth, he shall, through the faculty member in direct charge, be responsible for the character of all student publications.

Sixth, he shall be a member of the president's cabinet and of the following administrative committees: scholarship, finance, social, and intercollegiate relations.

Seventh, he shall file with the president a semi-annual report, summarizing the semester's work under his direction, and make such recommendations as he deems desirable.

The qualifications of a dean of extra curricular activities were set up as follows:

First, he should have a genuine faith in the value of extra curricular activities in the educational program of any school and visualize their proper relation to the regular curriculum.

Second, he should be possessed in a high degree with the pioneer spirit, and fully realize that his job demands the blazing of new trails.

Third, he should have certain qualities of leadership: he must be firm but tactful, frank but kindly, strong but not intolerant of human weakness, and above all else, he must appreciate the mental reactions of youth.

Fourth, he should have had previous out-in-the-world experience with adults, and previous experience with young people's organizations in or out of schools, and in both types of organizations, if possible.

Fifth, he should be a parent.

Sixth, he should, if possible, be a specialist in, or have a real interest in, social and economic problems, especially the former.

The man first selected had most of the qualifications enumerated and had demonstrated his special fitness for the position. He was elected to this new position in the spring of 1927.

He was provided with an office, and later was given a part-time secretary; his teaching load was reduced, and he was assured that his authority and responsibility were commensurate with each

other. He assumed his official duties in the fall of 1927.

CERTAIN OBSERVABLE OUTCOMES.

Centering authority and responsibility in one individual had the effect of bringing all student activities to a higher level of efficiency; it stimulated all sponsors to more effectively guide their several organizations and, at the same time, stimulated more individual and group initiative on the part of the students concerned; it apparently raised the standard of scholarship among extra curricular participants, and improved student morale in the whole institution. Incidentally, it gave the president time and energy for other matters, and brought to everyone peace of mind relative to an important department of the school.

The following excerpts from the report of the dean, submitted in June, 1929, are illuminating:

"Regular meetings of the Student Council were held each Tuesday at 12 o'clock. I have been present at all regular and special meetings during the year except one * * *. The work of the council for the past year shows commendable improvement in the matter of attacking its problems with courage and fidelity.

"The preliminary arrangements and active management of these (major) activities were in the hands of the students themselves. I am pleased to state that the conduct of those participating was on the high plane expected of college men and women.

"The total membership of all clubs was approximately 800 each semester.

"Expenditures of the Associated Students were kept within the means of the organization.

"Recommendations * * * That the *Pony Express* become the laboratory work of the class in journalism, with increased credit allowed. * * * That space and furniture be provided for the *Pioneer* staff. * * *"

CONCLUSION.

This method of guiding the extra curricular activities of the college is still under observation. Certain details of procedure have, from time to time, been modified, and doubtless will continue to be modified. Those responsible for its initiation and operation believe it has been a valuable aid in the organization, administration, and supervision of the extra curricular activities of the school—*California Quarterly of Secondary Education*.

ELIGIBLE.

Miss Smith had responded to a call to the principal's office. She had been called into conference over she knew not what, but she appeared at the office door with a prompt, "Did you want to see me, Mr. Boomer?"

Mr. Boomer, principal of the high school, turned from his desk, offered Miss Smith a chair and introduced the subject of the conference.

"I see that you have reported Harry Dubb failing in American history. When Miss Brown gave him up as hopelessly failing in biology, I allowed him to discontinue that course. He should now have plenty of time to do the work in his other classes."

"There has been no change for the better," replied Miss Smith. "He seems to think that his football playing should answer for everything. Besides, I have concluded that he couldn't do passing work if he wanted to. Why, he reads and writes like a third grader. How he came to be promoted to where he is I cannot understand."

"Well, Harry has never been what you would call a good student," explained the principal, "but he is a good boy and his parents want to keep him in school. It is fortunate that he is a good athlete, for that keeps him interested. I am afraid your failing him in American history will discourage him. It will mean that we can't use him in the Clayton game. That will discourage the whole squad and arouse discontent in the whole school. A lot depends upon our beating Clayton and you know that Harry is the best player on our team. If there is any way you could let him make up his history work, I believe it would be very much worth while. I hate to discourage the boy and disappoint the school. Can't you give him a make-up test?"

"I guess I can," answered Miss Smith, "but he can't pass it. He can't make

fifty per cent on any reasonable test I could give him."

"Oh, I believe he can," disagreed Mr. Boomer. "If you will make the test as easy as you can, he surely will make fifty per cent."

"But seventy-five per cent is passing," suggested Miss Smith.

"Yes, but fifty per cent in some schools is as good as seventy-five per cent in others," said the principal. "You know our standards are quite high. I suggest that you give Harry a make-up test and if he makes fifty per cent, you try encouraging him to better work by OK'ing him for the Clayton game."

"Very well, Mr. Boomer; I believe I understand. Will an oral test do? And when?"

"Yes, I would recommend an oral test, for I arranged for Harry to see you in your room this hour. You will be able to handle the matter very conveniently and with minimum effort if you will give him a brief oral test now."

Miss Smith hurried away but was soon back "I am ready to OK Harry's eligibility for the Clayton game," she began. "He made just exactly the fifty per cent we agreed upon as a minimum requirement."

"Fine," exclaimed Mr. Boomer. "How fortunate for us all!"

"I just gave him two questions," explained Miss Smith.

"Quite enough, I should say," said the principal.

"I have never believed in long examinations. I would judge that he missed one question completely."

"Yes, my first question was, 'What was the Declaration of Independence?' He answered, 'The Constitution of the United States.' Of course, that was wrong. I made my next question very much easier. I asked, 'Who was George Washington?' He said he didn't know, and that was right."

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THE JUNIOR AVIATION CLUB OF ST. LOUIS.

By OLIVER S. ARATA.

To encourage aviation among youths of today, who are the potential aviation enthusiasts and aviators of tomorrow, Nugent's Dry Goods Co. of St. Louis has inaugurated with great success their Junior Aviation Club.

At the writing of this article, there were almost 300 members belonging to the club. Every year a so-called derby is held at a flying field in St. Louis. Every entry must launch his own plane, and must register in his given class.

Every entry is allowed three official flights, with an official timer. There are no restrictions as to winding of models. Contestants must remain on the field until after all flights have been completed to compete for any prize. Any boy or girl from 7 to 20 years is eligible. Every plane must bear the contest entry sticker and contestant's number.

Prizes, including loving cups, are awarded for the best duration flight of the so-called cabin type or scale model plane.

SOME OF THE VARIOUS CLASSES.

Class A. For boys 7 to 14 years. The twin pusher and two propeller planes may be entered into it, with a wing spread not more than 40 inches. They must be home-made, and launched by hand. A trophy is awarded for the first prize, and medals for the three remaining prizes.

Class B. There are two divisions, the first for boys 7 to 14 years, and the second for those from 14 years up to 21 years, for large single propeller tractor models. Trophies for first prize, and medals for others.

Class C. For boys 7 years up to 18 years, and is for stock models, or planes bought and ready to fly, of all types. Trophy and medals are given.

Class D. For boys 7 to 18 years, for scale models, of all types, with single propellers, launched by hand. Three prizes are given for this class.

Class E. Boys 7 to 18 years enter. For baby R. O. G. models of all types, with single propeller.

Class F. Ages 7 to 21 years. For exhibition scale models that need not fly but should be home-made planes. Like Class E, three prizes are given.

Class G. Boys 7 to 14 years. Planes in this class must be hand launched gliders, of all types, but having no power units. Three prizes are also given.

The Advertising Club of St. Louis, in order to foster the sport and industry in general has offered the so-called Lindbergh Medallion, which is, needless to say, a coveted one, for the contestant holding the longest duration flight in any of the contests.

Weather permitting, contests are held every week, on Saturday of the week. During severe weather that does not permit flights, exhibitions are held in the company's spacious auditorium. To all entrants, regardless of classes, are given silver wings, the club emblem. All club members receive membership buttons.

Forest O'Brine and Dale Jackson, the famous endurance champions, donated a beautiful loving cup, given to the boy of any age within the limit of contest rules, for the best duration flight during the annual derby. This derby is the crowning event of the year. Ed Lowry, a well-known actor of St. Louis, offers a beautiful loving cup, as does one of St. Louis' leading theaters.

The registration contest blank requires those entering events in any classes to tell the model airplane clubs to which they belong, and whether they have competed before. However, it is not necessary that they be members of any model airplane club to compete in this splendid and constructive event.

The idea fostered by Nugent's should be used nationally. It is a constructive one, worthy of the support of all aviation lovers.

Don't forget to use the one-act play "Dollar Down" by Vera Hamill-Hafer, which appeared in the September number of SCHOOL ACTIVITIES. If you have not made plans for it, refer to that number now. If you prefer not to type the parts for the cast, a few extra copies are available at the regular single copy rate.

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Position.....

IN CASE OF A TIE.

A One-act Play in Two Scenes.
ANNA MANLEY GALT.

Place—Rantoul College.

Time—Late October, any fall.

Cast of Characters.

Larry Creighton—New boy from Roxbury College (must be attractive, but not conceited).

Buck Stanley—Quarterback on the Rantoul football team.

Coach Jack Hilton—of the Rantoul team.
Earl Holden—President of Rantoul College.

Marilyn Hoffman) Two co-eds.
Carol Bender)

Fred Moses—Janitor of Rantoul College.
Charley Montrose—Genial druggist, with a white cap always on one side, and some gray hairs.

Scene 1—Montrose Drug Store, the college "hang-out." Have a fountain, stools, table and chairs, medicines, etc.

Scene 2—Typical president's office set-up, with desk, football pictures on the wall, loving cups around, and extra chairs.

SCENE 1.

As scene opens, Charley Montrose is wiping off the fountain, and humming a school song well-known to your audience.

Enter Fred Moses, the janitor—neat, but in working clothes.

CHARLEY: Good morning, Fred. How are you?

FRED: I can't complain. Great football weather we're having. I came down to get some lime. Got to mark off the field for the game tomorrow.

CHARLEY: Is old Frank Stanley going to put up the flood lights, the way he talked about doing?

FRED: Don't hardly think so. You see (leaning over the fountain) ever since Coach began to play that new Roxbury kid at quarterback, Frank Stanley has cooled off. You see, his kid, Buck, plays quarter, too.

CHARLEY: But you know that Larry Creighton has been quarterback for three years for Roxbury College, and he's plenty good.

FRED: He moved here with his folks two weeks after school began. His dad's Dr. Creighton, out at the hospital.

Enter Coach Hilton, a crisp athletic type.

CHARLEY: Mornin', Coach. We were just talkin' about your football team. Got plenty of quarterbacks, haven't you?

COACH: Oh, it's not a bad idea to have a "spare." I want to leave my fountain pen to be sent in. Dropped it on the locker room floor last night, and that didn't help it any.

FRED: By the way, Coach, are we going to get those flood lights Frank Stanley was talking about?

COACH: It's hard to tell. That's a lot of money for one man to put up.

CHARLEY: Maybe if you'd play Buck Stanley, his kid, a little more—

COACH (with a worried look): Any coach who can keep everybody happy and satisfied would qualify for the diplomatic service. He could represent the United States on the Debt Reparations Commission, and get away with it! (Exit.)

FRED: That's where a coach gets it in the neck. If he plays Buck, he gets flood lights; if he plays Larry, he wins games! Well, I'll just take that sack of lime and go along.

Enter Buck and flops down on one of the stools.

BUCK: Gimme a coke.

CHARLEY: Great football weather! That'll be some game tomorrow with Roxbury.

BUCK: Yeah.

FRED: You're going to play, aren't you?

BUCK: That's up to Coach. My grades are OK.

Enter Marilyn and Carol, chattering as they come in.

MARILYN: 'Lo, Buck.

BUCK: 'Lo. Introduce your friend. Then both of you have a coke.

CAROL: Oh, Mr. Stanley (in a mock tone), I've been simply perishing to meet you. You're the quarterback, aren't you!

BUCK (with a wry face): I'm *one* of them!

FRED: Well, you young 'uns don't cut all your classes.

BUCK: Fred, better keep a sharp eye out tonight. I've been tipped off there's a paint raid coming over from Roxbury.

GIRLS (excitedly): A paint raid!

CHARLEY: Have you told President Holden?

BUCK: Yeah, I tipped him off.

CAROL: Have you told the team—er—a—Larry, I mean?

A PAIR OF LUNATICS. Sketch. 1 male, 1 female. Plays 15 minutes. Scene, a parlor. Modern costumes. The two characters mistake one another for lunatics, and the fun that ensues is immense. Sure to give satisfaction. Price, 25 cents. (No royalty.)

TWENTY MINUTES UNDER AN UMBRELLA. Sketch in 1 act, by A. W. Dubourg. 1 male, 1 female. Plays 20 minutes. Modern costumes. Exterior scene. This is a very interesting little history of what happened to Cousin Frank and Cousin Kate while a timely shower compelled them to spend twenty minutes under an umbrella. Originally played by Mr. and Mrs. Kendall. Price, 25 cents. (No royalty.)

ROSALIE. Comedy in 1 act. By Max Maurey. Translated by Barrett H. Clark. 1 male, 2 females. Modern costumes. 1 interior. Plays about 15 minutes. This is a typical, bright, modern French "curtain raiser." Rosalie, the stubborn maid, leads her none too amiable master and mistress into uncomfortable complications by refusing to open the front door to a supposed guest of wealth and influence. Was presented by the University of Chicago Dramatic Club with great success. In World's Best Plays Series. Price, 35 cents. (No royalty.)

SPARK PLUGS. Comedy. By Esther E. Olson. 2 males, 1 female. 30 minutes. A fine play for younger actors. A boy and girl of the teen age. An older uncle who starts the "spark plug" rapid fire line. Price, 30 cents. (No royalty.)

HIS BLUE SERGE SUIT. A domestic comedy in 1 act. By Belle M. Ritchey. 4 males, 1 female. Scene: the modern apartment of the Howard Cordes. Plays for 30 minutes. The protagonist is Howard's blue serge suit, missing and therefore enhanced in value. The situations are truly amusing, the parts so natural as to be actor-proof, yet capable of fine shades. There is a laugh in every line and the denouement brings down the house. Books, each, 35 cents. (Royalty, \$10.00.)

THANK YOU, DOCTOR. A melodramatic farce in 1 act. By Gilbert Emery. 1 simple interior office set. Modern costumes. 3 males, 2 females. One of the outstanding 1-act plays of today. Price, 50 cents. (Royalty, \$10.00.)

REHEARSAL. A farce in 1 act for 6 girls. By Christopher Morley. Plays for 30 minutes. Few funnier things have been written than this play showing the rehearsal of an Irish tragedy by a college dramatic club. The author says: "This is the easiest play to produce that you ever heard of. It requires only a bare stage, several plain chairs and a small table." An established favorite, and what is known in the theatre as "a scream." Books, each, 50 cents. (Royalty, \$10.00.)

SAUCE FOR THE GOSLINGS. A "better speech" play in 1 act. By Eugene J. Warren. 3 males, 4 females. 1 interior scene. Modern costumes. Time, 25 minutes. A father, mother and grandmother, in a desperate effort to correct the speech of their young son and daughter, decide to give them their own medicine by adopting slang on the occasion of an important visit from a college chum of Bob's. Price, 30 cents. (No royalty.)

MISS MOLLY. Comedy in 2 acts. By Elizabeth Gale. Runs for one jolly hour, and calls for a cast of 3 men and 5 women. Modern costumes. Reginald Peters, a cross-grained old bachelor, hears that his niece, Molly, whom he has never seen, is to arrive that day from the Philippines to visit him. With the exception of his twin sister, he has allowed no woman to cross his threshold for years, and is furious at the news. But this is only the beginning. Price, 30 cents. (No royalty.)

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ADVENTURES OF GRANDPA. Farce in 3 acts. By Walter Ben Hare. 4 males, 5 females. 1 interior. 2 hours. Characters: a borrowed wife, blundering foreigners, a distracted bachelor, a well-meaning old grandpa, a pretty French girl. All these could furnish real entertainment, but when the author tucks up the red flag of quarantine, he makes an atmosphere which causes a continuous laugh. Easy stage. Price, 35 cents. (No royalty.)

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CYCLONE SALLY. By Eugene Hafer. An unroarious comedy in 3 acts. 4 males, 5 females. 1 simple interior. Rapid-fire dialogue, an intensely interesting plot and loads of laughs are the ingredients of this funny play of Mr. Hafer's. Price, 35 cents. (Royalty, \$10.00.)

THE ARRIVAL OF KITTY. Farce in 3 acts. By Norman Lee Swartout. 5 males, 4 females. 1 interior. The perennial success which has been played on the professional stage more than five thousand times and more than three thousand times by amateurs, with an increasing number of productions each year. One of those rare and really funny plays which acts itself, is always a success and has to be repeated. Easily produced. Each part a star part. Bobbie Baxter pursuing his little love affair with Jane against the opposition of her uncle, William Winkler, has occasion to disguise himself as a woman and is mistaken for Kitty, an actress and close friend of Winkler's, to the vast confusion of everything and everybody, which is intensified by the arrival of the real Kitty. Price, 75 cents. (Royalty, \$10.00.)

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ALL A MISTAKE. Farce-comedy in 3 acts, by W. C. Parker. 4 males, 4 females. Time, about 2 hours. Easy to set. Lawn at Oak Farm, and drawing-room. Oak Farm adjoins the state insane asylum, and at last all are mistaken for lunatics. Continuous action and a laugh for every line. Price, 35 cents. (No royalty.)

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ABOARD A SLOW TRAIN IN MISSOURI. Farce in 3 acts. By Walter Ben Hare. 8 males, 14 females. 1 interior. 2½ hours. All the types desired by a fun-loving audience are on this train and each contributes generously to a rollicking evening. Songs, local "wise cracks" and room for as many characters as you wish to use, make this just the farce to use where something very light is wanted and must be prepared in a hurry. Price, 35 cents.

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THE SPIRIT OF CHRISTMAS. Christmas play adapted from The Christmas Carol by Charles Dickens. 12 boys, 9 girls. Time, about 1 hour. In 3 acts and 6 tableaux. The scenery is simple and properties are easily obtainable. No sweeter, healthier, or more cheerful story of Christmas has ever been written. Price, 25 cents. (No royalty.)

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MIMI LIGHTS THE CANDLE. Play in 1 act. By Edith Coulter. 1 male, 8 females. Interior scene. Modern costumes. Plays 20 minutes. One of the prize-winners in the General Federation of Women's Clubs 1926 contest. A charming play about Christmas in which the age-old idea of the coming of the Christ Child is given an original and beautiful mode of treatment. The play can, however, be produced at any time of the year, since the story is universal. Price, 30 cents. (No royalty.)

AUNT SABRINY'S CHRISTMAS. By Elizabeth F. Guttill. For 7 girls. 30 minutes. Five girls plan a Christmas surprise for an old maid and arrange to present her with a stocking filled with jokes—some of them unkind. Another girl persuades them to make it a pleasant surprise. They carry the stocking and some roses to Aunt Sabriny. The roses recall her own romance, and she tells it to the girls. Price, 25 cents.

THE CHRISTMAS DINNER. By Agnes Curtis. 4 men, 4 women. 25 minutes. Interior. Mary Page, a young girl who has been studying domestic science, wants to show her skill in preparing the Christmas dinner for the family. She displays, though, so much ingenuity in her concoctions that no one can eat them. The family finally repair to the ice box and make a meal of what is left from the day before. An attractive offering in that it holds the values of a Christmas interest play and also touches upon the course of domestic science in a humorous, though gracious manner. Price, 25 cents.

BUCK: Where's the good of telling him? (Bitterly.) Anybody knows Larry's for Roxbury. He's likely to give 'em all our plays.

CAROL: Larry Creighton? He *will* not!

FRED (gathering up his sack of lime): Well, I'll be gettin' on. But I'd trust Larry. He's a square-shooter. (Exit.)

MARILYN: I think Larry played a fine game against Fair Harbor and Clifton both. So did you, Buck.

BUCK (with bitterness): Yeah, I played a whizz of a game—he left me in ten minutes at the beginning of the third quarter. Rest of the time I was benched.

(Girls get ready to leave; powder noses, adjust berets, etc.)

CAROL: That coke revived me, Buck. Thanks lots!

MARILYN: Yes, me too. That'll keep me awake through physiological inorganic chemistry! (Both exit.)

(Charley dodges at the big words as if he has been hit. He keeps the world merry all the time.)

BUCK: Here's the long green. (Charley makes change.) By the way, Dad wanted me to get him some paint.

CHARLEY: What color? How much?

BUCK: Orange, I guess. Ought to have a couple of pails.

CHARLEY: Reckon he has plenty of brushes?

BUCK: No, I need—I mean, he ought to have a big brush. Charge 'em.

(Charley wraps the paint and brush up, inclosing a little duplicate sales ticket.)

Enter Larry Creighton.

LARRY: Good morning, Buck. How's Mr. Montrose today? He perches on one of the stools.)

CHARLEY: OK, chief. The usual? (Starts making a chocolate milk shake by hand shaker.)

LARRY: Have one on me, Buck?

BUCK: Just had a coke. I'll be back for this stuff of Dad's later. (Exit rather hurriedly.)

CHARLEY: Heard the latest? Roxbury is coming over tonight to paint up the campus.

LARRY: No! Where'd you hear it? (Drinks without a straw.)

CHARLEY: Buck just told us. Said he'd tipped President Holden off to it. They're going to organize squads, I guess, and take turns guarding the campus.

LARRY: Sure, I'll help guard. Roxbury oughta know we won't stand for that and let them get away with it. I'll go tell the fellows. (Throws down change and exits.) The girls can help, too.

Charley hums the same school song, or whistles it, as he washes glass.

Enter Buck, looking backward.

BUCK: I'll take Dad's stuff now.

CHARLEY: Want me to send it out?

BUCK: No, I'll take it along. I've got the car.

CHARLEY: I told Larry about the paint raid. (Buck looks at him quickly.) He's gone to tell the fellows and the girls.

BUCK (in an intense tone): *He would!*

CHARLEY: Buck, you ought not mind Carol's having some dates with Larry. You had one with her last night, yourself.

BUCK (darkly): I'll bet she won't have any more with Larry after tomorrow's game. He's sure to throw it to Roxbury—dead sure to.

(CURTAIN.)

SCENE 2.

President Holden is talking over the phone as the curtain rises.

PRESIDENT HOLDEN: Let me talk to Jack Hilton. * * * Hello, Coach? * * * Come over to my office right away. * * * Yes.

(He turns from the phone and makes a pencil memo on his desk pad.)

Enter Larry, stands deferentially until President motions him to a chair.

PRESIDENT: Coach Hilton will be here in a moment. We'll wait for him.

Enter Buck; avoids looking at Larry; steps up to President.

BUCK: You sent for me?

PRESIDENT: Yes, Buck. Sit here by Larry.

(Buck does, reluctantly. The air is very tense.)

Enter Coach Hilton, crisp and business-like.

COACH: Good morning, President. Good morning, men.

PRESIDENT: Not so good a morning, Coach, as I wish it were. We have a problem to unravel. Buck, tell us your story.

BUCK: Well, last night we heard there was to be a painting raid. We didn't want old Roxbury to paint the campus all up, so we got all the places assigned to be guarded. Larry had the "Ad" building—and that's where the painting was done! I don't think you need any bigger

proof of disloyalty than that. He must have let 'em do it—or helped them!

PRESIDENT: Larry, it does look pretty bad. As I understand it, you were at the Ad building all evening?

LARRY: No, President Holden. That was my post. But about ten-thirty R. D. called over that there was a car down by the gym, and we agreed we ought to investigate it. We weren't gone over five minutes at the most. When we got back the pigeon-toed footprints were daubed all over the steps of Ad building, in orange paint.

BUCK: And you had nothing to do with it?

LARRY: Not a thing.

BUCK: How come your shoes have orange paint on them, then?

(All look at Larry's shoes, which do have a big splash of paint.)

LARRY: I must have got that when I kicked against the pail of paint. It was in the shrubbery behind the Ad building when R. D. and I came running up.

(All look uncertain, Buck frankly scornful.)

PRESIDENT (telephoning): Miss Harrington, please get Fred Moses on the phone and have him bring in the paint from the shrubbery back of the Ad building. * * * Yes.

COACH: President, may I ask Larry one question while we wait?

PRESIDENT: Certainly, Coach Hilton.

COACH: Have you written any of the Roxbury team since you came here to school in September?

LARRY (looking straight at him): Yes. I wrote their captain just this week.

COACH: Do you mind telling us what you wrote him?

LARRY (laughing): If you want to know, I told him we were going to lick hell out of them at the game today!

(President and Coach laugh; Buck shrugs his shoulders.)

Enter Fred Moses, carrying a full pail of paint and a half-empty pail, the latter well-splattered with paint. The brush is still matted in it. Wrapping paper is still crumpled around it.

PRESIDENT: Thank you, Fred. Set them on that table. Larry, stick your shoe up here. (Larry lifts his foot, slightly.) The color is the same.

LARRY: Yes, sir.

PRESIDENT: Did you find anyone in the car down by the cemetery?

LARRY: No, sir; it was just some tourist's car, pulled in while the man repaired a tire. You should have seen the woman look wild-eyed when I told her that was the cemetery. I didn't have time to stop to explain to her that we bury just our defeated football rivals there. She thought it was a real cemetery!

PRESIDENT: Did you see any traces when you got back, of any marauders, besides the painted footprints?

LARRY: Not a sign, and not a sound. I came back, found all these footprints, and stayed there about half an hour. R. D. disappeared, and I didn't see Buck or any of the other fellows all the rest of the evening.

PRESIDENT: Fred, did you find anything else around the Ad building when you got the paint?

FRED: Yes, sir; this little paper fell out from between the pails when I picked up the whole mess. (He hands the president the duplicate sales slip. President studies it.)

PRESIDENT: Buck, you might be interested in this. (He hands Buck the sales slip.) You might read it to Larry and Coach Hilton.

BUCK (looking blankly at the slip, and then at the group): President (he swallows a couple of times), I—I—can't. (He looks down.)

PRESIDENT: Very well, Buck, I'll read it to them. (Takes slip.) It's from the Montrose Drug Store. "2 gallon orange paint, one camel's hair brush." Charged to Frank Stanley, *by son*.

(All look amazed.)

COACH: What was the game, Buck? Did you think if Larry were under suspicion, you'd be quarterback today?

BUCK: No, Coach. I'll tell you the honest truth. I was scared cold for fear Larry'd give away a bunch of our plays. I sure want to beat them this year, of all years, with Larry on our team. So I thought, you see, if he appeared to be mixed up in the painting—

PRESIDENT: And there was nothing to your rumor about a paint raid from Roxbury?

BUCK: No, President Holden.

(A silence.)

LARRY: President, I don't blame Buck. I might have felt the same way in his place. He and I are competitors for the same team position, like to date the same

girl, and yet we both want Rantoul to win. Coach, let me ask you just one thing. Let's forget this painting deal. Buck can take some lye tonight after dark, and clean off the steps. Nobody knows he did it, and nobody needs to know. But, Coach, I want you to let Buck and me each play half of the game today. He's a good quarterback and you know he's pulling 100 per cent for Rantoul.

PRESIDENT: I'll put my official OK on that arrangement. Buck can use the rest of the paint to put orange stripes on the flood light poles. How do you feel about it, Coach?

COACH: That plan suits me. You see, President, I have two good quarterbacks.

BUCK (almost overcome): That's great. I don't deserve it, but I'll show you what a heady game I can play, Coach Hilton. And, could I use your phone, President Holden? Central, 1-9-6-0. * * * Hello, Dad? * * * Say, this is Buck. * * * Yeah. * * * Say, let's go ahead with those flood lights. Maybe we can get them in time for the last two games. * * * Yeah. * * * Coach says I am to play half of today's game. * * * OK, Dad.

PRESIDENT: If we win, boys, we'll have a holiday Monday. If we lose—

COACH: But we aren't planning to lose, President.

PRESIDENT: In case of a tie—

Enter Carol and Marilyn, all fluttery.

CAROL: President Holden, a lot of the alumni are back, and we wondered if we could have an all-school party after the game tonight.

PRESIDENT: Who all are back, Miss Carol?

CAROL: Oh, lots of last year's team—"Red" Kemper—

MARYLYN: And "Spud" Franklin—

COACH (mischievously): And do you want us to hunt up some dates for them for tonight?

PRESIDENT (with a smile): Yes, go ahead with a party. It will do us all good.

LARRY: Let's ask the Roxbury team, President Holden. They're a keen bunch of fellows.

COACH: And, Carol, you'll spare them each one dance, won't you?

CAROL: Yes, and give Buck one and Larry one besides!

PRESIDENT: Here's a good rule for Buck and Larry. It applies equally well

to having dates with a popular girl, and to playing quarterback on the eleven. In case of a tie—neither one loses, and both win.

LARRY: Come on, Buck, let's drop down to the hotel. I want you to meet the Roxbury bunch. And more than that, I want them to meet *one* of the *two* best quarterbacks on the Rantoul team!

(They start off, Larry's hand on Buck's shoulder.)

(CURTAIN.)

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Physical culture classes line up and are put through a course of antics. This is a good start as a mixer and puts everyone in good spirit for fun.

At the close of this class, another is called, such as reading, arithmetic, botany, agriculture, chemistry. Each instructor puts his class through a course of stunts, punches his tickets, and sends him on.

At the end of the school course or term, refreshments are served and here is where you pay for what you get. The prices and amounts are decided upon by the committee in charge. A few suggestions are:

Reading—Candy, cookies, coffee.

Arithmetic—Chili, popcorn balls, or peanuts.

Chemistry—Ice cream cones, orangeade, ices.

Botany—Vegetable salad, sandwiches or fruits.

Agriculture—Hot dogs and coffee, animal crackers.

Music—Faust, Marguerites and tea.

Geography—Rice, tea.

When the student has finished his chosen course and been checked out as a graduate, he is presented with a dunce cap and badge.

The whole course should not exceed fifty cents and no one should be urged to take more than is desired.

Observation Contest.

Prepare a list of questions to test power of observation. Ask only simple, easy questions that can be readily answered by those who have noticed. Have a key prepared for use in judging the papers.

Such questions as the following may be used: How many windows are there in Room 4? How many sections of blackboard are there in Room 6? How many trees are there in the school yard? How many columns are there on a page of the school paper? How many steps lead from the walk up to the main entrance of the school building? What color of dress did Miss _____ wear yesterday? How many panes are in the windows of the library?

A Musical Game for the Glee Club Party.

By VERA HAMILL HAFER.

A good pianist and the story teller have charge of the game.

The latter reads the following story, pausing at each song title and giving the number only, while the pianist plays several measures of the song. The guests write the name of the song opposite the correct number. The winner guesses the most song titles.

The following is the story:

Once upon a time, a young man named (1) "Robin Adair" met a beautiful girl whose name was (2) "Annie Laurie," just as she was (3) "Comin' Through the Rye."

He was a young southerner from (4) "Dixie," and she lived along the (5) "Beautiful Ohio." He told her he wished they had met (6) "Long, Long Ago," and when he asked her to marry him, she said it really was (7) "The End of a Perfect Day."

They were married in (8) "The Church in the Wildwood," and as they approached the door, she whispered (9) "Hear Dem Bells." After the ceremony, he took her to his little cottage on (10) "Loch Lomond," and told her to (11) "Keep the Home Fires Burning" while he took the (12) "Old Oaken Bucket" and went after water.

A few days later they attended (13) "Aunt Dinah's Quilting Party" and walked home together (14) "In the Gloaming." It was a (15) "Silent Night," with the stars shining and a full moon, but just as he was saying (16) "Believe Me If All Those Endearing Young Charms"—suddenly they heard (17) "The Bulldog on the Bank," and hurried home as fast as they could.

As they reached the front door in safety, they both said (18) "Home Sweet Home," (19) "How Can I Leave Thee" again?

The two lived happily for several months, then the war broke out and he was called to service. He said (20) "God Be With You Till We Meet Again," and she said (21) "Good Bye, My Lover, Good Bye."

He went away on a (22) "Long, Long Trail," and sailed (23) "Over the Summer Sea" where he was (24) "Rocked in the Cradle of the Deep." While he was (25) "Over There," his favorite song was (26) "My Bonnie Lies Over the Ocean," and he wrote to her (27) "We're Tenting on the Old Camp Ground."

But at home Annie was rocking the cradle, singing (28) "Sleep, Baby, Sleep," and (29) "Sweet and Low."

At last the war was over and Robin returned. When Annie heard the (30) "Tramp, Tramp, Tramp" of the soldiers' feet, she sang (31) "The Prayer of Thanksgiving." And then there came her husband to greet her, and after he had seen and kissed little (32) "Genevieve, Sweet Genevieve," whom he had never seen before, they all sang (33) "The Star Spangled Banner," and decided it was a good time to go visit (34) "The Old Folks at Home."

Word-Building.

L. E. EUBANKS.

In this contest each member of the party contributes a letter having a word of his own in mind, without reference to what the preceding speaker had intended to spell—the word you complete, if you have the chance to end it, may or may not be the one the other speakers were building. If for any reason a player cannot supply a letter in reasonable time he confesses himself "stuck" and drops out. To illustrate:

Suppose four are playing the game. Some one leads off, starting with, say B.

The second player has "by" in mind, and says "y". The third fellow sees that a complete word has been spelled, but he thinks fast in order not to be "stuck," and exclaims "s" (with "bystander" in mind). The fourth player does not think of "bystander" nor any other word of which the first three letters are "b y s," so he goes out—or loses one point, according to your preference in playing.

If the speaker of B cannot supply a letter, then No. 2 in his turn fails also, No. 3, the boy who said "s", gives his word—to show that he was not bluffing—and wins that game.

Many laughs come from this game; it is so comical to see a word changed two or three times when there are a number of players and some one of them is so set on constructing his particular choice.

For instance, ten were playing, and No. 1 gave A as a starter. No. 2 added "p", No. 3 saw a chance in "apple" and repeated the "p". No. 4 took his cue and said "l". No. 6 expected to be shut out by seeing No. 5 terminate the word with an "e", but instead No. 5 said "a", and letters were added which finished out "applause." Player No. 9 was stuck.

Another time, I was No. 6, when apple was spelled, but I saved myself by saying "s." The plural formation is not allowed, and was not intended; I was aiming at "applesauce." No. 7 saw my idea, but No. 1 (there were seven players) failed with the necessary "u".

If the game is played on the point-scoring system, give two extra points to any doubter who proves that there is no word possibility in the letter formation when it reaches him. But if he is proved wrong, the penalty is to be two points from his score—as punishment for delaying the game.

You could write a fine talk—

If you had plenty of time. But it is simpler . . . quicker . . . easier . . . to send me your assignment. I'll write the talk, type it, and return it promptly.

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PROLOGUE.

(Music: "School Days.")

'Twas the night before quizzes, and Johnnie at home
Was sitting and studying quite alone—
The family all to the talkies departed
(Mother, father and sister depart)
And Johnnie with zeal on his English
started.
He frowned and he gazed with a studious
look
When presently, down went his head on
the book.
And would you believe it? Some good
fairies came
In the shape of real people and called him
by name.

(Music: "Out Where the West Begins.")
(Enter The Virginian.)

I'm the Virginian of Medicine Bow
And all about horses and cattle I know.
I worked for Judge Henry—ran the big
ranch
And all cattle rustlers strung up on a
branch.

(Music: "Barcarole" or "In a Gondola.")
(Enter Portia.)

Portia am I, by Shakespeare created,
Bassanio and I are happily mated.
I dressed as a Judge and Antonio saved
While Shylock well-punished in agony
raved.

(Music: "London Bridge is Falling
Down.")

(Enter David Copperfield.)
I'm David Copperfield, Davey for short,
Who pasted black labels in London port.
I studied stenography so well and so fast
That reporter for Parliament I was at last.

(Music: "Alice Blue Gown.")
(Enter Alice in Wonderland.)

Alice in Wonderland. What very queer
Adventures I found in a mirror, my dear!
But, stranger than that, upon my soul,
The wonderful scenes in a rabbit hole!

(Music: "Old Black Joe.")

(Enter Uncle Tom)

I'm Uncle Tom living in slavery days
And loving Little Eva for her pretty ways,
But after she died and her father grew
"pore"

I was sold down the river to work ever-
more.

(Music: "Fairy Dance.")

(Enter Peter Pan.)

I'm Peter Pan living in Kensington,
In a garden and park in foggy London.
From a window I flew and became a fairy
And I've lived in the trees an existence
airy.

(Music: "Long, Long Ago.")

(Enter Rip Van Winkle.)

I'm Rip Van Winkle who slept so long
That when I awoke the world was all
wrong.

I couldn't find anyone that I knew,
Even Dame Van Winkle had vanished,
too!

(Music: "The Little Red Schoolhouse.")

(Enter Huckleberry Finn.)

Huckleberry Finn I'm called, but say
Tom Sawyer's my best pal every way—
Can think of more tricks to play—and
wuss

Is allays gettin' into a fuss!

(Music: "Silver Threads Among the
Gold.")

(Enter Silas Marner.)

I'm Silas Marner, the weaver old,
I worked and wove and saved my gold.
The night I was robbed by Dunstan Cass
I found on my hearth a wee pretty lass.

(Music: "Three Blind Mice.")

(Enter The Pied Piper.)

I'm the Pied Piper of Hamlin Towne
Who piped the rats all out of the town;
When the burghers refused me honest pay
I piped the children all away.

(Music: "Rocked in the Cradle of the
Deep.")

(Enter the Ancient Mariner.)

The Ancient Mariner am I;
I hold you with my glittering eye
And a ghostly tale to you unfold
Of an albatross and woe untold!

(Music: "Moonlight and Roses.")

(Enter Evangeline.)

I am Evangeline, gentle maid,
The victim of a British raid.
I sought my Gabriel for years
To find at last but death and tears.

(Music: "Sailing, Sailing.")

(Enter John Silver.)

I'm John Silver, and I have but one leg,
But many have I made mercy beg!
On the Hispaniola I shipped as cook;
Treasure Island is the book.

(Music: "Minuet.")

(Enter Becky Sharp.)

I'm Becky Sharp of Vanity Fair
And though it is long since I wandered
there
I find that it still exists today;
There are modern girls like me, they say!

(Music: "Ben Hur's Chariot Race.")

(Enter Ben Hur.)

Ben Hur, a Jewish prince am I,
A galley slave condemned to die,
Who lived to win laurels and great re-
nown
And cast my foe, Messala, down.

EPILOGUE.

(Music: "School Days.")

(Enter Mother, Father and little sister.)
Laughingly entered the group from the
show;
"Johnnie, dear me! what a lot you must
know!"
But Johnnie rumpled his hair and said,
"Wish book reports could count instead!
I've watched tonight the dress and looks
Of the characters in my favorite books.
My grade may not delight the Dean,
But how much I've learned, and what
I've seen!"

NOTE: The costumes for this playlet are simple, yet give students opportunity to work up characteristic costumes, the most interesting part of the play. Its simplicity and elasticity commends it to busy teachers unable to devote a great deal of time to book week, yet wanting to place some emphasis upon it. Our freshmen will never forget the characters in this play.

Take Your Own Medicine.

To limber up the stiffness of the customary school dinner or banquet, try this stunt:

Sew the outer half of a large empty capsule to the corner of a plain place card, on which is written the name of the guest. Write some instructions to each guest, on a small slip of paper, and put the paper into the small portion of the capsule, slipping it into place. The master of ceremonies has a list of all the stunts, and the persons who are to do them; then he makes all the announcements, proper introductions, and really keeps the thing going. Much depends on the resourcefulness of the master of ceremonies for the success of the evening's fun.

Have one person do each of these: Describe your first date. Make a talk on the tariff question. Give instructions how to make a perfect apple pie (give this to a boy or man). Give instructions how to patch a punctured tire (give this to some girl). Tell how to be happy, though married (be sure to choose a happily married person). Play your first piano solo. Tell what you hope to be in 15 years. Tell how to break the news at home that you are flunking. Give a talk in favor of prohibition. Sing a solo. Give the alphabet.

Have four to six persons do each of these: Shout "applesauce" after every speech. Run around your chair after each talk or solo. Stand with five others and sing "Good Morning to You." Clap loudly at the close of every speech. Stand, face the audience, turn around, and with your backs to them, announce that you will sing "Yankee Doodle" backward. Stand and bow three times after every talk.

The Crystal Gazer.

V. HELEN FOX.

For this stunt have the stage dimly lighted. A small candle or lamp is on the table at the center of the stage. On this table there is also a crystal, and incense burns in a small burner. The seeress is seated at the table shuffling cards. She is dressed as a typical fortune teller. There is a rap at the door.

SEERESS: Enter. (A boy dressed so that he will be immediately recognized as the coach, enters.) What will you have of me?

COACH (rather embarrassed): Well, you see, I'm in a little difficulty.

SEERESS: All people are in difficulty who come to me. Sit down.

COACH: I'd like to know—

SEERESS: There is much that we would like to know. I will look into the future for you. Sit quietly and look into the crystal with me. (She waves her hands over the crystal.) It is dark. I can see nothing—Ah! It is clearing. I see a man. He is about the same age as you are. He is talking to other men. You are that man. There are several men you are talking with—big, strong men, younger than yourself, and wearing heavy garments. There are eleven of them.

COACH (becoming excited): Yes, yes?

SEERESS: I can hear a voice. It is your voice, speaking to the eleven men. "You've got to win, fellows. Go in and give 'em all you've got. But remember—win that game!" The crystal is clouding. It is dark again. (She waves her hand over it.) There—there—now it is clearer—I see many people—very many. They are clapping their hands, shouting, waving banners. I hear music—bold, martial music sung by many voices. Now the crystal grows dark. But—it clears again. There are the same eleven men. They are running out on a broad green field. They throw a ball from one to another and run about the field. Now there are more men coming on the field—eleven more. They are dressed much the same as the first who came except that they wear (color) sweaters instead of (color). I hear a shrill whistle. The crystal is dark again. All I see is confusion—men running, falling, grabbing at a ball that is thrown and passed from one to another. Now everything is dark—

COACH: Look again. Look closely. Isn't there something else?

SEERESS: No. It is dark. (Waves her hands over crystal.) But it is clearing a little. I see letters and numbers. They are placed on a great board.

COACH: The score board! What do they say?

SEERESS (spells out the name of rival school): And after those letters are the numbers (likely score). And below this I see (spells out name of home school) and after it the numbers (hoped-for score). The crystal darkens. I can see no more, my friend.

COACH: That's plenty. It's all I wanted to know. (Hands her money.) Well, s'long. (Hurries out. The seeress continues shuffling cards as curtain falls.)

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EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extra-curricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High Schools, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

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How to Plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan of organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

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Handbook of Athletics for Coaches and Players, by Graham Bickley. This is a simple, readable, practical athletic handbook of a general nature. It is divided into four parts—baseball, track, basketball, and football. It gives sound and fundamental coaching instructions in each of these four major departments of school athletics. Price, \$1.80.

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Play Days for Girls and Women, by Margaret M. Duncan and Velda P. Cundiff. This book was written to meet the demand for material on programs for days when girls from several schools come together to play with rather than against one another. This book has more than met that demand. It has done much to stimulate the movement. It is complete, clearly written and well illustrated. Price, \$1.60.

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Games for Everybody, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

Handy, by Lynn Rohrbough. This book has, in a very few years, become a standard manual of social recreation. It gives mixing games, active games, social games, mental games, dramatic stunts, social songs, and several chapters on recreation programs and leadership. It is published by the Church Recreation Service, but it is well suited to school use. Price of library edition, \$1.75; of the loose-leaf edition, \$2.50.

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THE VALUE OF SPEECH.

Speech is gaining recognition as a national competitive event. The recent speech tournament of the National Forensic League is an important step in the advancement of debating and speaking.

The importance of speaking in a liberal education is becoming generally accepted. Daniel Webster once said, "If I were to lose all my powers except one, I would choose 'speech,' for by it I could regain all the others." That was a hundred years ago, but now the truth of the saying is quite plain.

Speech has been the making or breaking of a man's success. If one is able to present his thoughts in a clear, concise manner, he will get much farther than a genius who lacks that ability to "put himself across." In business, society, in politics or among friends the ability to speak, argue or converse intelligently is an asset. What is more embarrassing than to be called on to make a speech on short notice if one has no training or experience in speaking?—*Ripon College Days*.

PROGRAMS AND ENTERTAINMENTS

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to Put on an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals," and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

Good Times for All Times, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 24 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 89 short selected bibliographies and 18 carnivals, shows, and circuses. Price, \$4.

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THEY WANTED SHOT.

Zeke, Tim and Joe, three timid boys, entered the village hardware store. The rather gruff proprietor said to the oldest, "What do you want, Zeke?"

"A dime's worth of BB shot, please."

The old man climbed a ladder, brought down the shelf box that contained the air-rifle shot, made up the packet and returned the box to the shelf above. Then he asked the second boy, "What do you want, Tim?"

"A dime's worth of BB's, please," was the meek answer.

"Why didn't you say so before?" said the old man irritably, as he went for the ladder again. He made up the packet as before, and then turned to the third.

"And do you want a dime's worth of BB's too?" he demanded.

"No," replied Joe, hesitatingly.

The old man climbed laboriously to the shelf again and deposited the box of shot. Then he returned to the counter.

"Well, my boy, what do you want?" he demanded of Joe.

"A nickel's worth of BB shot," said Joe. —*Sunshine*.

Rastus: "Sambo, why is yo' always talking to yo'self?"

Sambo: "Well, Ah likes to talk to a wise man, and Ah likes to heah a wise man talk."

Teacher: "Give a sentence containing a direct object."

Ben: "You are pretty."

Teacher: "What is the object of that sentence?"

Ben: "To get a good grade."

Goodfellow (at police station): Could I see the man who was arrested for robbing our house last night?

Sergeant: Why do you want to see him?

Goodfellow: I want to ask him how he got into the house without awakening my wife.—*The Pathfinder*.

A TRUE SALESMAN.

Harry: "Is your brother a good salesman?"

Carry: "Yes, he sold a carload of buggy whips in Detroit last month!"

Ichiban: "Estelle has a wonderful radio voice."

Sayonara: "Yes, but they say she's so ugly that she broods constantly because television is reported just around the corner."—*The Pathfinder*.

NO BIGAMY.

"Hay, Rastus! Lemme present mah wife to you!"

"Naw, suh! Boy! I's got one of mah own!"

ALL DEPENDS.

Alexander: Which is right: "The girl began to walk home," or "The girl started to walk home"?

Riddle: Who was the girl?—*College Paper*.

The teacher was giving a lesson to his class of young hopefule, his subject being the circulation of the blood.

"Now suppose," said he, "I stand on my head—the blood will all flow to my head, won't it?"

"Yes."

"Well, how is it when I'm standing on my feet the blood doesn't all rush into them?"

Promising Youth: "Cause your feet isn't empty, sir."

SHE WAS CONSCIENTIOUS.

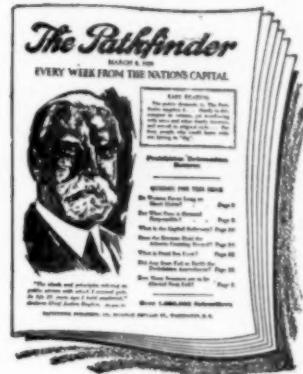
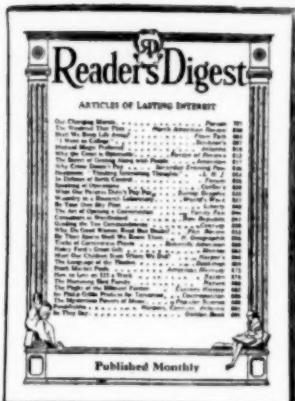
A lady motorist whose car had swerved across a street and crashed through a plate-glass window, was being questioned by the police sergeant.

"Surely, on a street as wide as this," he said in amazement, "you could have done something to prevent this accident."

"Oh, I did!" the lady assured him, tragically. "I screamed as loud as I could."

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General Nature

The CLUB was founded by teachers in the active service of the profession. It is a democratic organization that operates without financial profit to further the advancement of educational ideas of a practical nature among its members. It promotes intercourse, co-operation, and the feeling of fellowship among its members, particularly through school activities. The CLUB is interested in the diffusion of activities for the school through its membership.

Membership

The membership of the CLUB is limited to men and women teachers of the white race in public or private school work, who are directors of some school activity. Seniors or Juniors in the school of education of any accredited institution may be elected to membership.

Annual Awards

The Annual Awards are to be presented to the teachers or students, who, upon proper application, make the most outstanding contribution to the profession in the field of extra-curricular activity. In making these awards, particular consideration will be given to those individuals who contribute a new activity for school work.

For the present, the Annual Awards are to be "The Distinguished Service Key" of the Society. As the funds of the organization increase, it is proposed that the Annual Awards will be given in the form of Summer School Scholarships of \$200.00 each. An announcement of the awards will be made through the press or by a personal letter. The winners of the Awards need not necessarily be members of the Society. The winning awards will be published in **SCHOOL ACTIVITIES MAGAZINE**.

Invitation

This invitation is extended to all active teachers in the profession who can meet our membership requirements. Junior and Senior students in the school of education of any accredited institution of learning who desire to organize a local chapter are also eligible for membership.

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